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Going the distance: supporting a teaching team to move to distance learning. A Case Study. How ready are academics for the 'Only Connect' world?

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Going the distance: supporting a teaching team to move to distance learning. A Case Study

How ready are academics for the 'Only Connect' world?

Graham R Gibbs & Stephen White
University of Huddersfield

Outline

- MSc by distance learning
- Finding and creating resources
- Acquiring DL teaching skills
- Student use of resources
- Wider use of resources
- Further challenges

Resource based teaching

- Modules on MSc Social Research and Evaluation
 - Use of computers in social research (in 1990s)
 - Interviewing Skills
 - Questionnaire Design
- Followed OU model
 - Course handbook – step by step work
 - Computer resources to use (on disk)
 - WWW not well developed
- Students liked (flexible), only few f2f meetings

Rebirth as an online course

- Traditional MSc not recruiting
- School approval to launch online version
- Flipped classroom philosophy
- Standard MSc fee structure
- Resource based – especially OERs
- School support for team to create resources

BUT

- Little experience of resource use
 - One member of team
- Little experience of online teaching
 - Two members of team
- Little experience of and infrastructure for new technology
- Little understanding from university of marketing and support needs

Key tasks

- Convert existing face-to-face curricula to OER based DL versions
- Find, appraise and adapt existing OER materials
- Create new OER materials
- Develop teacher skills with DL pedagogy and associated tools
- Develop open access web pages for the OER materials and closed VLE pages for registered students.

Two pilot modules

- Jan - April 2014
- Offered for free to PhD students as part of research methods training
- Social Research Methods
 - Lectures already on video
- Introduction to qual. and quant. data analysis
 - Some videos already recorded.
- Teaching model
 - watch video, do offline/online exercise, online discussion or Q&A

Finding and checking existing OERs

- Lots available
- Time needed to check suitability
- Use as core or as complementary
- BUT
- Hard to persuade colleagues to use other's OERs

E.g. UK research methods resources - examples

- [National Centre for Research Methods](#)
- [ESDS](#) & [ESDS Qualidata](#)
- [Realities](#)
- [Methods@Manchester](#)
- [You Tube](#) and [Vimeo](#)
- iTunes University & [YouTube EDU \(University\)](#)
- [V-Resort](#)
- [TQRMUL](#)
- [RLO-CETL](#)
- PARLE
- [Jorum](#)
- [CAQDAS Networking Project](#)
- [Exploring Online Research Methods](#)
- [Online QDA](#)

Making OERs

- Principally videos
- Technical support provided
- Camtasia (especially for software use)
- Video mini-lectures
 - Green screen, lecture capture approach

Video Production – Skills needed

- Films skills – camera, sound, editing
 - 1 hr. production -> 4 hrs. post production work
- Interviewing (asking right questions etc.)
 - Needs subject experts
- Scripting – converting video into learning object
 - Needs subject experts
 - Work with editor

Graham R Gibbs

What To Watch

My Subscriptions

Social

Playlists

History

Watch Later

SUBSCRIPTIONS

how2stats

MAXQDA VERBI

ayabaya

Andy Field

CathyMooreElearning

MarketResearchVideos

Silvana di Gregorio

jillrhine

flame0430

Veritasium

Deborah Rowe

ATLAS.ti - Qualita...

Pete Woodcock

RQDatauto

QSR International

Social Blade

strideproject

Qualitative Data Analysis...

Browse channels

Manage subscriptions

2,391 subscribers

469,485 views

Video Manager



Research Methods in the Social Sciences

onlineqda.hud.ac.uk/index.php

Graham R Gibbs

Subscribe 2,389

Videos Discussion About

Grounded theory

A series of videos on Grounded Theory from a lecture to Masters (graduate) students. Also included is a selection of good videos on YouTube about Grounded Theory, including four by Barney Glaser, one of the four...



Grounded Theory - Core Elements. Part 1

by Graham R Gibbs 34,936 views

Grounded Theory - Core Elements. Part 2

by Graham R Gibbs 16,134 views

Grounded Theory - Open Coding Part 1

by Graham R Gibbs 38,316 views

Grounded Theory - Open Coding Part 2

by Graham R Gibbs 17,355 views

Grounded Theory - Open Coding Part 3

by Graham R Gibbs 14,489 views

Social Research Methods and Design

A series of lectures given to postgraduate (graduate) students at the University of Huddersfield about social research methods and research design. Topics covered include issues of the quality of both qualitative and qu...



The Nature of Social Research

by Graham R Gibbs 491 views

Reliability, validity, generalizability and credibility...

by Graham R Gibbs 13,312 views

The Quality of Qualitative Research. Part 2 of 3 on Re...

by Graham R Gibbs 3,857 views

The Process of Research. Part 3 of 3 on Research Quality a...

by Graham R Gibbs 2,298 views

Social Surveys. Part 1 of 2 on Surveys and Sampling.

by Graham R Gibbs 3,750 views

Template Analysis: An Interview with Prof. Nigel King

In ten parts: Graham R Gibbs interviews Prof. Nigel King about his Template Analysis approach to qualitative data analysis. They discuss the details steps involved and how it compares with other forms of qualitative ana...



Related channels on YouTube

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statisticsfun
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Brandon Foltz
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Mentor support - video

- Many videos already made
- Teachers saw examples of videos made
- Technical support – esp. for camera work and editing
- Green screen used to give more natural feel in presentations.
- Mainly lecture based
- Need to support different lecture styles when recording (e.g. prompt notes – autocue?)
- Need to rethink content because students not present when viewed

Video example

Theoretical framework:

- Social Constructionism
- Anti-essentialism
- Historical and cultural contextualism

Discourse Analysis

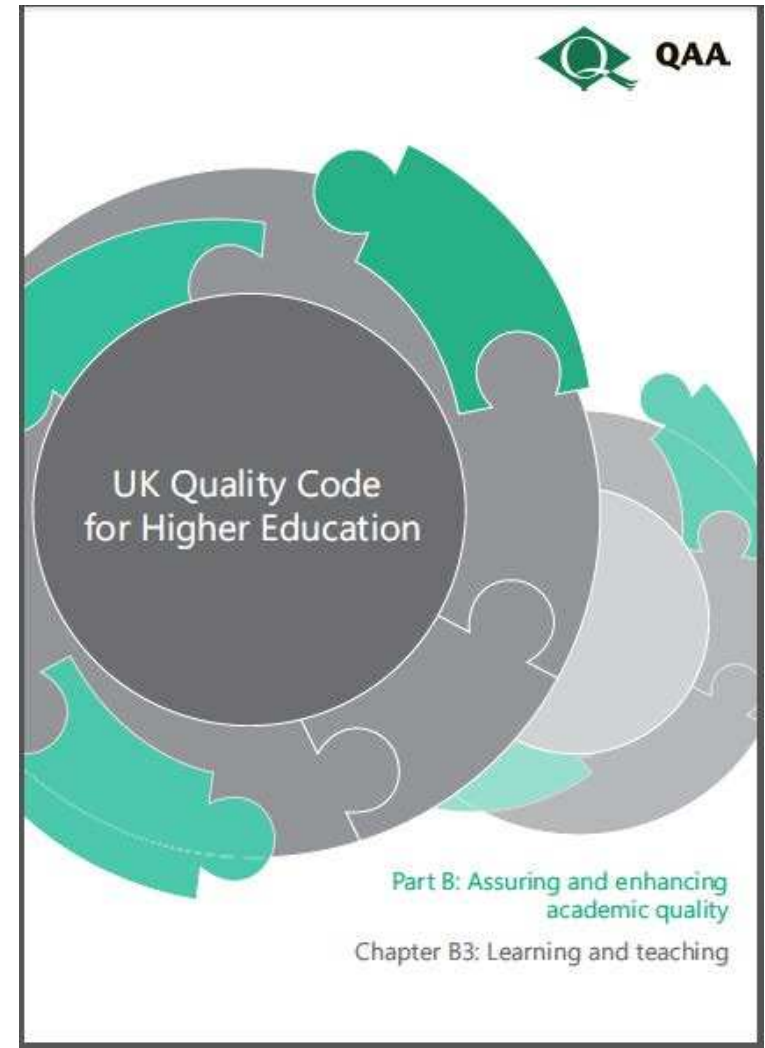


Staff Development for DL

- Sessions provided specifically on the tools to be used
- Tools themselves were used to facilitate the sessions, to help develop skills and understanding from both tutor & student perspective
- Staff mentored in early stages by experienced/qualified colleagues

QAA Precepts

- This publication is a Chapter of the UK Quality Code for Higher Education.
- It incorporates and supersedes:
- the Code of practice for the assurance of academic quality and standards in higher education (Code of practice), Section 2: Collaborative provision and flexible and distributed learning (**including e-learning**) (2010), Part B: Aspects specific to flexible and distributed learning...



- This Chapter...
- ...covers students studying at all academic levels ... (that is, all undergraduate, master's and doctoral students) and irrespective of their:
 - location - for example, campus-based, on placement or otherwise in a workplace, distance learning, or with a collaborative partner within the UK or internationally
 - **mode of study** - for example face to face, **e-learning**, blended learning, or work-based learning, whether full-time or part-time
 - academic subject...

Indicator 4

“Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.”

Appointment, support, and continuing development of staff

- Individual staff members are able to access appropriate and timely support to develop inclusive forms of learning, teaching and assessment which are supported by technology.
- Higher education providers also recognise the importance of digital literacy for staff and make available suitable development opportunities.

Digital Literacy at Huddersfield

- Institutional 'Standards' identified.
- Reviewed as part of annual appraisal process.
- Modules within Huddersfield MSc Multimedia and eLearning identified as 'benchmark' for both online delivery, and design.
- Options to demonstrate personal development:
 - Achieve said module(s) or equivalent
 - APEL against modules
 - Complete Staff Development short course – mapped against benchmark Learning Outcomes - *for online delivery only*

New staff development course

Online Facilitation

- 5 week course (about 6 hours activity/week)
- Format: Task/reading, webinar, reflection
- Use of badging encourages the competitive
- Attendees say:
 - “Will redesign existing DL course now”
 - “Can see how to use Blackboard beyond as a repository”

Mentor support – Adobe Connect

- Adobe Connect used for webinar sessions
- Two staff training sessions run (intro and advanced). Some anxiety about use.
- Technical and lecturer support in early sessions. Teachers appreciated this.
- Live experience needed.
- AC user interface not intuitive

Teaching experiences

- Demonstrations online. E.g. use of SPSS.
- Shared qualitative coding online
- Offline exercises then discussion – worked well (but small number of students).
Enjoyable.
- Online discussion of exercises, e-mailed to tutor and then shown online. Good for clear focus

Not without problems

- Video
 - Time to make videos
 - Camtasia crash -> lost recording
- Adobe Connect
 - Software pushed to limits (e.g. screen sharing)
 - Breakout groups tried and rejected
 - Students did not have headphones & mics. Had to use chat. Often OK but sometimes not ideal.

Student engagement

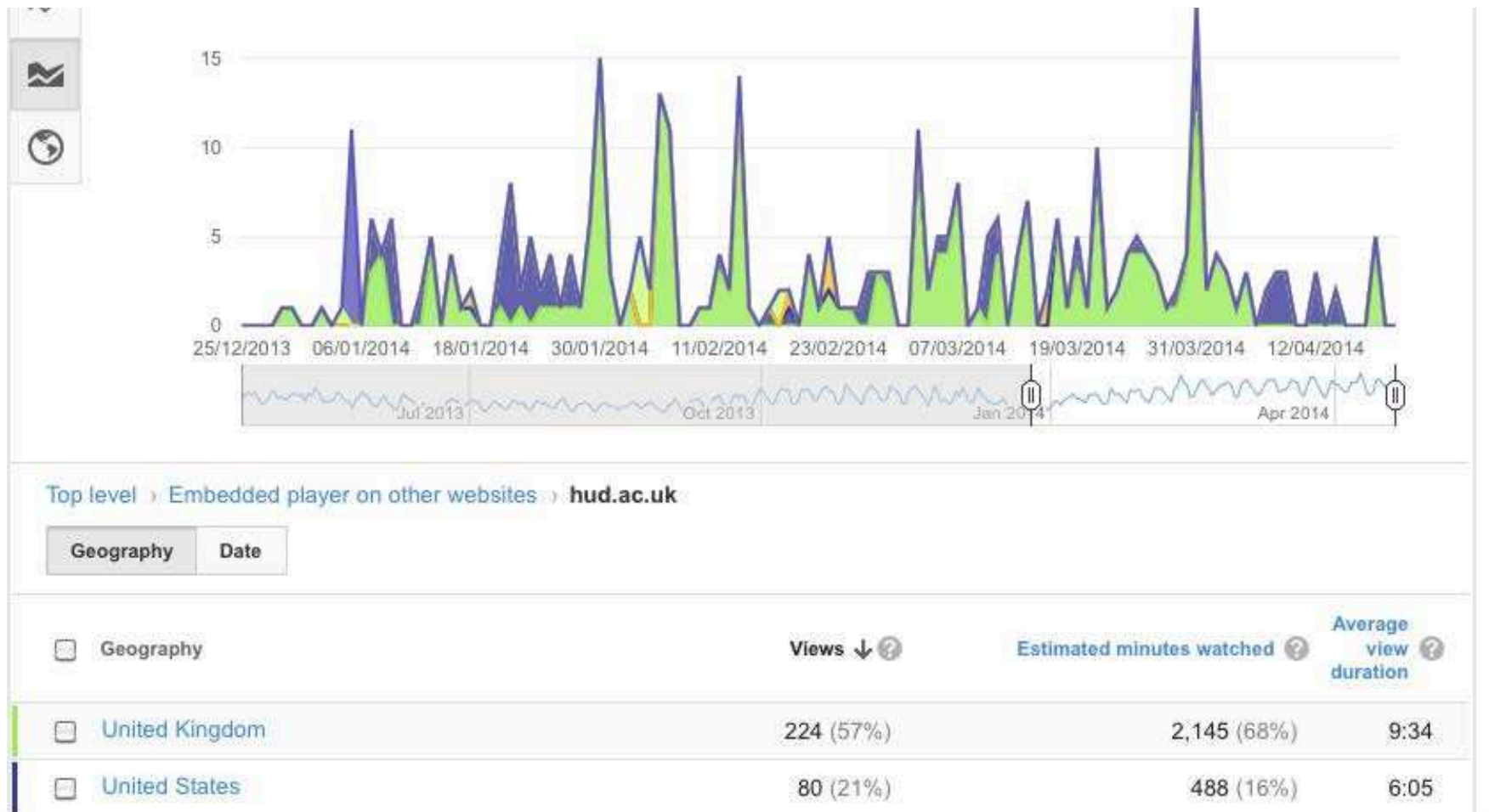
- Peaks coincide with days of webinars
- I.e. students watched just before online sessions.
- Attendance at online sessions low (approx 50%)
- But, students enjoyed, good engagement and positive feedback
- Q&A often focussed more on students research design requirements



Student opinions of videos

- Liked ability to pause and replay
- Some preferred to use textbook and reading material
- Most watched videos before sessions and liked links with discussion/exercise.
- Used less frequently at other times
- Needed reminders to watch (and to do exercises)

Student use of Videos



OER reception beyond the course?

- Almost all videos are OER (CC 3.0 licence)
- Can serve as good publicity and marketing as well as ERs

YouTube comments and messages

and YouTube Analytics

- Some comments from students and teachers
- Frequent use of videos alongside viewer's own research and courses
- Some embedding of videos in other websites

Embedded video locations

Playback location ?	Views ↓ ?	Estimated minutes watched ?	Average view duration ?
hud.ac.uk	90 (8.7%)	485 (6.4%)	5:23
um.edu.my	79 (7.7%)	973 (13%)	12:18
unknown	65 (6.3%)	339 (4.5%)	5:12
ecollege.com	51 (4.9%)	315 (4.2%)	6:10
gre.ac.uk	48 (4.7%)	771 (10%)	16:03
facebook.com	46 (4.5%)	362 (4.8%)	7:51
usg.edu	44 (4.3%)	187 (2.5%)	4:14
une.edu.au	33 (3.2%)	113 (1.5%)	3:26
Gmail	30 (2.9%)	186 (2.5%)	6:12
amara.org	29 (2.8%)	142 (1.9%)	4:52
embedly.com	27 (2.6%)	54 (0.7%)	1:59
cwu.edu	26 (2.5%)	288 (3.8%)	11:05
uws.edu.au	25 (2.4%)	211 (2.8%)	8:27
blackboard.com	24 (2.3%)	228 (3.0%)	9:29

Embedded videos

- UK and US universities:
 - Robert Gordon, U. Maryland Greenwich, South Georgia, New England (Au), Western Sydney, Central Washington.
- Lampschools: 12 private, liberal arts colleges
- Amara
 - Crowd sourced translation platform for YouTube.
- eCollege: Pearson Publisher learning platform

إبحث هنا ...

بحث

أحدث التدوينات

- استخدام النظرية في البحث العلمي، من كتاب Creswell
- اختيار موضوع البحث العلمي
- مقومات البحث العلمي
- Possible questions for PhD upgrade viva
- مجلة سوانح مبحث (العدد الأول)
- تعلم اللغة الإنجليزية للأشغال
- أهم المجالات العلمية (2)
- لقاء أونلاين: تجربي في الإقتراد - مناقشة الدكتوراه
- تعليق على مقال: "كيف نقفل في كتابة رسالة دكتوراه"
- مجلات علمية وقواعد بيانات في البحث العلمي (1)
- الاختبار الشامل لمرحلة الدكتوراه
- كيف نقفل في كتابة رسالة دكتوراه
- كيف نختار موضوعاً لرسالتك العلمية
- كيفية الاستعداد لإختبار الأيلنس IELTS
- وهم الموضوعية (في الدراسات الإنسانية) محاولة للهم
- كتابة (فصل) منهجية البحث Research Methodology
- الأصالة في البحث العلمي (Originality)
- What is your research?
- Contribution Gap
- كيفية تصنيف (البيانات النوعية) في دراسة الحالة (Case study)
- تصالح عند اختيار الجامعة (بريطانيا)
- نموذج لكيفية تلخيص الدراسات العلمية (من خدماتنا)
- أنواع دراسة الحالة Case Study
- نقد الدراسات العلمية

الرئيسية > البحث العلمي > أنواع دراسة الحالة Case Study

أنواع دراسة الحالة Case Study

نشرت في 11/29/2013 بـ مركز التعلم فعال — لا توجد تعليقات في

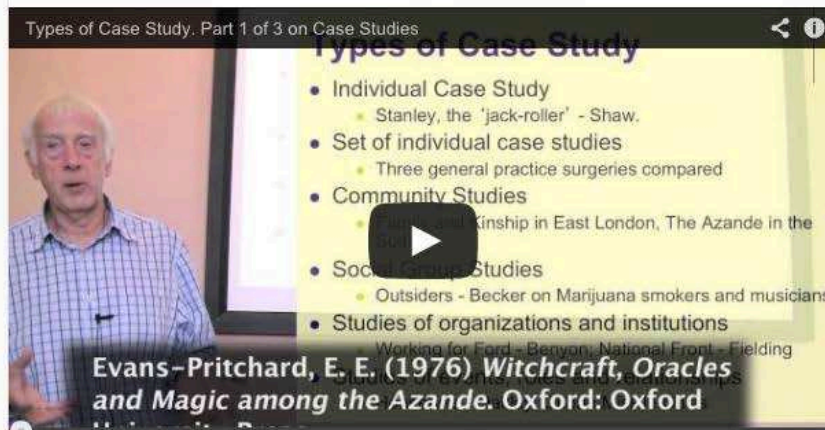
أنواع دراسة الحالة (في البحث النوعي Case Study) يشرحها في ثلاثة مقاطع (فيديو) الدكتور:

Graham R. Gibbs لمعرفة المزيد عنه من هنا

وسندد الكثير من المقاطع الجيدة على قناته الخاصة اضغط هنا

وللقراءة عن دراسة الحالة Case study: اقرأ التدوينة السابقة التي نشرناها من هنا

المقطع الأول





Virtual Graduate School

Journal of Research

Topics

Advanced Quantitative
and Qualitative
Research Methods

Qualitative Research

Conversation Analysis

Discourse Analysis

Grounded Theory

Visual Methodologies

Open Days

Student Home Page

Blackboard

Facebook

Twitter

Tweets

Follow

Virtual Grad
School
@ucdoncastervgs
I will be presenting on the
development of the VGS
at the ESRC Research
Methods festival 8-10
July see programme here
ncrm.ac.uk/RMF2014/prog

8 Jan
Education&Commun
@UCBChildEd

Qualitative Research Approaches



flickr.com/scubasteveo

Grounded Theory

Grounded theory is one of the most commonly used approaches to qualitative data analysis in Educational and Social Science research. This approach was first developed by Glaser and Strauss in 1967. The key premise of grounded theory is that the researcher should approach the analysis of data with an open mind and without an expectation of what they are going to find. The researcher then seeks to develop a theory to explain the events or phenomena studied. This theory should be based on (grounded in) what the data, usually collected through interviews, suggests. Thus the development of theory in this approach relies strongly on a process of discovery, through a close up study of the primary data.

The following video and PowerPoint files are taken from a lecture by Graham R Gibbs on grounded theory filmed as part of a postgraduate masters on social research methods.

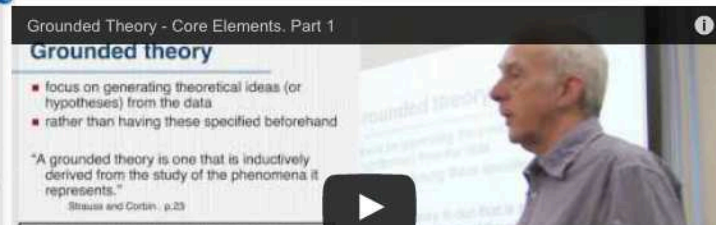
Associated Topics

- [Conversation Analysis](#)
- [Discourse Analysis](#)
- [Ethnography](#)
- [Grounded Theory](#)
- [Narrative Analysis](#)
- [Phenomenology](#)
- [Qualitative Data Analysis Software](#)
- [Visual Methodologies](#)

Quick Resource Links

- [Glossary of qualitative research methods \(.pdf\)](#)

Part 1: Core elements of Grounded Theory In this 11 minute video, Graham R Gibbs introduces the idea of developing grounded theory and discusses some of the core elements of the approach to qualitative data analysis.



Dr Ester Ehiyazaryan-White

Conclusions

- With support, staff can create good quality resources
- Flipped class works well online
- OERs are being used but not much modified
- Staff are rapidly acquiring the skills for CIT-based DL
- Pilot modules vital, other teachers building up skills.